

UNDERSTANDING, INTEGRATING AND PRACTICING INFORMATION  
LITERACY (IL) RESOURCE-BASED PROJECTS IN SECONDARY  
SCHOOLS



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Tuan/Puan,

**TAJUK. PROJEK PENYELIDIKAN DANA KECEMERLANGAN: TEACHER-TEACHER LIBRARIAN COLLABORATION (TLC) TO INTEGRATE INFORMATION LITERACY INSTRUCTION (ILI) IN SELECTED SECONDARY SCHOOLS IN SELANGOR**

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- i. Tempoh projek penyelidikan ini ialah 2 tahun, iaitu bermula 1 November 2008 hingga 31 Oktober 2010.
- ii. Kos yang diluluskan ialah sebanyak **RM19,740.00 sahaja dalam (Kategori A)**. Tuan/Puan diminta mengemukakan proposal beserta bajet yang baru mengikut kos yang diluluskan sebelum tuan/puan memulakan projek penyelidikan tuan/puan.
- iii. Pembelian peralatan komputer/printer/PDA adalah tidak dibenarkan.
- iv. Dicadangkan juga untuk menggunakan komponen kualitatif di samping kuantitatif untuk memperkasakan design/rekabentuk yang dicadangkan.

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# CHAPTER 1

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## OVERVIEW OF THE STUDY

### 1.0 INTRODUCTION

Rapid technological change has greatly affected and altered today's education system. Students live in a technology advanced and information abundance environment. The American Association of School Librarians and the Association for Educational Communication and Technology (1998), states that:

*"Contemporary learning theory describes the student as an active and engaged information user and underscores the importance of student's developing information expertise. Cognitive psychologists define learning itself as the active building of knowledge through dynamic interaction information and experience. Theorists in the information field contend that the information search process mirrors this description of the learning process: students actively seek to construct meaning from the sources they encounter and to create products that shape and communicate that meaning effectively. Core elements in both learning and information theory thus converge to suggest that developing expertise in accessing, evaluating, and using information is in fact the authentic learning that modern education seeks to promote". (p.2).*

The document further emphasizes that students must become skilful consumers and producers of information in various sources and formats to thrive personally and economically in the communication age. In a new era where information is no longer scarce and the teacher is no longer the sole information provider, a student is confronted with new learning challenges. One needs to equip him/her self with emerging new